



## **Multiple Means of Communication During Book Discussion | English Language Arts Strategies for Students with significant Cognitive Disabilities**

### **What is the video about?**

In this self-contained high school classroom, students use a variety of communication approaches to support their ability to identify and talk about the feelings of a character. The students use different modes of communication to answer the teacher-generated questions and the teacher acknowledges the students answers and expands the thinking. This type of lesson would then support the class in predicting the upcoming events based on the character's current state. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

### **What is the primary area of ELA instruction addressed in this video?**

Reading Literature

### **What others areas of ELA instruction that are also addressed in this video?**

None

### **Does the video include a student who uses AAC?**

Yes

### **Does the video include any examples of an adult modeling the use of AAC?**

Yes

### **Which best describes the context for the instruction?**

Self-contained Setting

# Iowa Comprehensive Literacy Modules



**The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?**

Physical Disabilities; Communication Impairments

**What are the primary Essential Elements that are linked to the video?**

EE.RL.9-10.3 Determine how characters change or develop over the course of a text.

**What additional Essential Elements can be linked to the video?**

- EE.RL.9-10.3 Determine how characters change or develop over the course of a text.
- EE.SL.9-10.1 Engage in collaborative discussions.

**What other grade level Essential Elements can this teaching strategy be used?**

- EE.RL.3.3 Identify the feelings of characters in a story.
- EE.RL. 4.3 Use details from the text to describe characters in the story.
- EE.RL. 6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.
- EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

**What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?**

- DLM CORE Vocabulary and Communication
- DLM Essential Elements
- Symbols
- Text Comprehension: Anchor Read Apply
- DRTA and Other Text Comprehension Approaches
- Generating Purposes for Reading

# Iowa Comprehensive Literacy Modules



**What other resources can be linked to the video to learn more about the instruction?**

Literacy for ALL: Guided Reading <http://www.engagingalllearners.ca/ip/literacy-for-all/#0>